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ABSTRACT

A marketing program for Chattanooga State Technical Community College (CSTCC) is presented as a guide to be used by the college in increasing its share of the traditional college-age market and in expanding the college's target audience to include more non-traditional students. The report first presents a review of the literature concerning educational marketing and student retention, and then outlines major findings for five studies conducted by CSTCC. These studies sought to determine characteristics of entering students, CSTCC's impact on the community, graduate satisfaction with the college, the factors influencing students to drop out, and the relative enrollment contributions of area zip code tracts and high school districts. The implications of the studies for planning are then enumerated and marketing strategies to be used in dealing with 15 target audiences are outlined. These audiences are the general population, applicants, currently enrolled students, transfer students, program leavers, graduates, high school students, high school seniors, area employers, public agencies, area educational institutions, hospitals, churches, volunteer agencies, and civic organizations. For each strategy, time schedules are provided and the persons responsible for implementation are identified. An outline of the goals and activities of CSTCC's marketing task force and a description of the college's attrition reduction program are appended. (JP)

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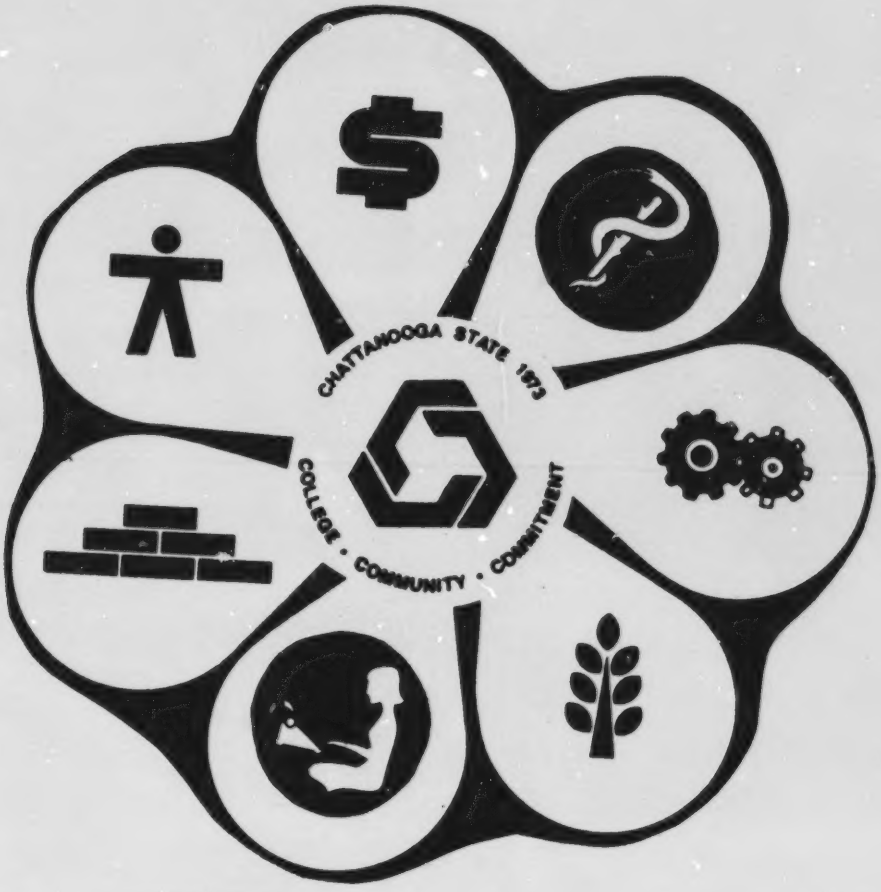
CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE



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MARKETING PLAN

1980-81

By Sherry Hoppe, Associate Dean of Admissions (Acting)
with contributions by Paul Biggers, Coordinator of Institutional Research

BACKGROUND

In mid-1978 Chattanooga State recognized the need for a comprehensive, college-wide marketing plan. With national enrollment projections indicating a declining population of traditional college-age students, Chattanooga State endeavored to ensure continued growth patterns by developing marketing plans aimed at achieving two objectives:

1) to increase Chattanooga State's share of the traditional college-age-market
2) to expand the target audience to include more non-traditional students

A college-wide marketing plan was developed and coordinated by the Admissions Office, with all segments of the college being involved in implementation.

The initial marketing plan implemented in the summer of 1978 concentrated on media releases, mass mailings, (letters and tabloid), and mall displays targeted at the general public. A significant 1978 fall enrollment increase (12 percent headcount) was largely attributed to the intensified marketing efforts, and the college made a commitment to expand the scope of the marketing plan to an annual basis.

Subsequent marketing plans for 1978-79 and 1979-80 were segmented by target audiences, with specific marketing proposals and time schedules to be implemented by designated coordinators. Once again, enrollment increases exceeded expectations; 1979 headcount increased by 9 percent. Marketing activities were viewed as a major contributing factor to these increases.

Assumptions regarding the success of the college-wide marketing plan may or may not be valid. Assuming that they are, the effectiveness of specific

components of the marketing plan remains untested. Like most community colleges involved in marketing, Chattanooga State has engaged in numerous activities with no scientific basis for evaluation. In addition, marketing plans in 1978 and 1979 were designed without the benefit of needs assessment surveys. Marketing was based on what the college assumed would best meet the needs of the community.

During 1979-80, the Office of Institutional Research conducted a number of studies whose results are of significance in marketing the college. An analysis of these results, combined with an extensive review of the literature on community college marketing, has indicated a need for a revamping of Chattanooga State's marketing efforts.

The following pages summarize factors utilized in revising and expanding the comprehensive marketing plan.

I. Review of the Literature - A. Marketing
B. Retention Studies

II. Analysis of Survey Data - A. Entering Students Questionnaire
B. Community Awareness Surveys
C. Alumni Study
D. Attrition Study
E. Enrollment and Graduation Trends

III. Marketing Task Force Report

IV. Marketing Model

I. Review of the Literature

Current journal articles, books, and ERIC documents are replete with information on community college marketing--the need for marketing, marketing strategies, and marketing results. From this extensive amount of reading material, the following pertinent points have been summarized:

1. The threat of declining enrollments is real.

   Sources: Henderson (1979) forecasts that the pool of traditional-age freshmen will shrink in the early 1970's. By 1985, she predicts 14% less 18-year olds in the U.S. than in 1975 (from 4.2 million to 3.6 million).

   Hodgkinson (1978) notes that "one of the givens in higher education is that we are about to face a decline in 'conventional' student registrations of a most unprecedented sort." Elementary and high schools have already experienced the trend caused by declining birth rates.

   Centra (1979) forecasts that--barring uncertainties such as wars, depressions, radical changes in technology, or shifts in government policies--annual enrollment contractions could easily total 8 or 9 percent.

2. Competition for students has intensified as a result of declining enrollments.

   Sources: Kerr (1979) stresses that four-year institutions are more

2. (Con't.)

Sources:

strenuously recruiting students aiming at a four-year degree, trying to recruit them for the entire four years, not just the last two.

Community colleges are now competing with four-year institutions in the "scramble for students and are becoming victims of increased student consumerism and hesitations about the 'worth' of a college education in the present day job market." (Sharei, 1979)

The Bureau of Census reports that in 1970, for every 100 undergraduates enrolled in four-year colleges, there were 37 enrolled in two-year colleges. In 1978, however, there were 43 two-year college students for every 100 four-year college undergraduates.

To discount competition from other institutions of higher education (as well as from many non-collegiate post-secondary schools offering occupational programs is a lack of understanding of the cannabalistic nature of the present educational environment (Keim, 1978).

3. The discipline of marketing offers a positive means of dealing with projected enrollment declines and increased competition.

Sources: Kotler (1975) notes that educators must become more consumer-oriented if the education industry is to grow and remain

3. (Con't.)

Sources: viable. A responsive organization, according to Kotler, needs to know how to measure four attributes of the target market it serves: needs, perceptions, preferences, and satisfaction.

Sharei (1979) and Leach (1977-78) advocate marketing as a potential alternative for increasing enrollments, reducing attrition, and making college services responsive to the needs of student consumers.

Drucker, considered by some to be the world's foremost authority on marketing and management, sees marketing as "the promotion of a product or service from its inception through every step of its evolution and distribution until it reaches the satisfied customer."

Marketing involves four basic components: price, product, place, and promotion. Most marketing experts agree that product is the most important element of the marketing mix. (Fast, 1979)

The marketing process in the community college should include assessment of community and individual needs as well as the development of promotional and delivery strategies that are responsive to these needs. In addition, evaluation techniques should be devised that will help to assess the effectiveness of such strategies. (Sharei, 1979)

3. (Con't.)

Sources: The marketing of educational programs and services is very similar to marketing in business since educational institutions must engage in pricing, advertising, product design, and virtually all other marketing functions (Sharei, 1979).

The marketing process serves as a tool whereby educational institutions can align themselves with the wants and needs of their constituencies (Sharei, 1979)

4. The adult market is a viable alternative to the declining traditional college-age market.

Sources: More than 17 million adults are systematically studying outside institutions of higher education. (Hodgkinson, 1978).

A College Board Study showed that more than 40 million American adults are in some stage of career transition or job change. (This number represents about 36 percent of the American population between the age of 16 and 65.) More than half of these expect to return to some form of education or training to help them advance in their careers. Large numbers of adults can be expected to participate in educational programs at a wide variety of levels--if their access is made easier by counseling and information.

7,500,000 adults are presently being trained by industry, a function which will become more cost-effective for post-secondary

4. (Con't.)

Sources: institutions as small companies have to deal with changing technology (Browne, 1978).

Even though adults are well on their way to being the new majority in higher education, most higher education institutions still look at service to the part-time adults as an adjunet function. Few have made high level institution-wide commitments to the adult: part-time faculty predominate; excess of income over expenses dictates level of commitment; support services are minimal (Moon, 1978).

5. Retention is another viable alternative to declining target markets and competition.

Sources: DeCosma (1979) points out that recruitment without successful retention is a revolving door that eventually saturates the market and generates a poor image for the institution.

A recent report by the Learning Research Center (Greater Retention: Key for the 80's) makes several significant points:

A review of numerous attrition studies showed:

1) High school grades were significantly related to college attrition.
2) A significant relationship also existed between academic performance in college and attrition.
3) Underachievers with personal problems were the ones most likely to drop out.
4) Positive personal interaction between students and their

5. (Con't.)

4) Advisors and other faculty members also influenced persistence.

5) Work-study as a form of employment tended to contribute to greater retention.

6) Improved academic advising is linked to better student retention.

7) Student retention is a campus-wide issue--curricular offering, faculty-student contact, support services, and attitudes of faculty and staff all influence retention.

8) Action programs most likely to improve retention involved orientation, advising, learning, and academic support, and counseling; multiple approaches succeeded most often.

Summary recommendations - Any institution concerned with retention should first organize itself, then study and analyze its institutional data, and finally identify and implement action programs with specific groups in mind.

II. Analysis of Survey Data

Recent studies conducted by the Office of Institutional Research include:

Entering Student Study

Community Impact Surveys (Residents, Employers, Educators)

Recent Alumni Survey

Attrition Study

Enrollment and Graduation Trends

II. Analysis of Survey Data (Con't.)

Findings from these surveys directly related to marketing activities are highlighted below:

Entering Student Study -

1) Primary goals for attending Chattanooga State are (a) to increase knowledge and understanding in an academic field and (b) to obtain a certificate or degree.
2) Course offerings and cost of education ranked highest in factors influencing decisions to attend college.
3) The source of information most frequently cited by entering students were relatives and/or friends (67%). The next most frequently cited source of information was material received in the mail (41%). Other sources of information were the college catalog (38%); high school students and personnel (35%); and Chattanooga State representatives (18%). Radio and television advertising, newspaper announcements, information displays and placement services were minor sources of information.
4) A majority of the survey respondents had received recruitment information and found it good to excellent in quality.

Community Impact Surveys

- 1) More than 50% of the residents were aware of Chattanooga State's career programs, skill training courses, general education, transfer programs, adult enrichment courses, and business/industrial

Community Impact Surveys (Con't.)

job training. Areas of low awareness include the Women's Center (19%), financial aid (22%), counseling (23%), and testing (25%).

2) Career programs were most used by residents (45%); all other programs and services were used by less than 20% of the residents surveyed.

3) Employers were most aware of business/industrial job training (86%), and adult enrichment courses (78%). They were least aware of the Women's Center (14%), and the Child Development Center (25%).

4) Employers most used conferences and workshops (53%) and business/industrial job training (50%). They least used the Women's Center (0%), the Child Development Center (3%), and library services (3%).

5) Educators, as would be expected, were most aware of joint enrollment and computer-assisted instruction (85%) as well as conferences and workshops (83%). Notable as unused were assessment and testing (13%), library services (15%), and counseling (19%).

6) More than 95% of the residents, employees, and educators surveyed indicated that Chattanooga State was satisfactorily achieving its stated goal.

7) 85% of the residents surveyed were satisfied with the programs they used.

8) Residents cited Chattanooga State literature (37%), newspapers (35%), and Chattanooga State current or former students as the way they learned about Chattanooga State. Chattanooga State faculty and staff (15%), radio (14%), and television (12%) were ranked lowest as sources of information.

9) More than 95% of the employees surveyed who utilized Chattanooga State training for their employees ranked this training as good (79.3%) or excellent (17.2%).

Recent Alumni Survey

1) A majority of the respondents indicated their career goals were achieved at Chattanooga State.
2) The majority found their academic preparation at Chattanooga State to be good to excellent, with a high correlation to job requirements and career goals.

Attrition Study

1) Reasons for leaving - a general pattern indicates:
   a. Achievement of academic goals or transfer to another institution are major reasons for leaving.
   b. Lack of money and inability to earn enough money do not seem to be factors (for the respondent group) for leaving Chattanooga State.
   c. Dissatisfaction with the learning environment was not a reason for leaving, although certain programs were not available to meet individual career goals.
2) Evaluation of college services -
   a. The least recognized service was career planning.
   b. The five most satisfactory services (in order of satisfaction) are library, admissions, cafeteria, registration and developmental studies.
   c. The five least satisfactory services (in rank order with the least satisfactory service listed first) are job placement, career planning, financial aid, student employment, and academic advisement.

Attrition Study (Con't.)

3) Current educational plans - Over two-thirds of all respondents indicated that they have future plans for enrolling at Chattanooga State or another institution.

4) An analysis of attrition by planning district and/or high school service areas does not indicate any significant trends.

5) Attrition of part-time students is almost twice that of full-time students (an analysis of enrollment of Hamilton County residents showed a 46% percent part-time attrition rate between fall and winter 79-80 - from 2262 to 1211; full-time attrition - from 1749 to 1305 was 25 percent. Attrition between winter and spring was 40 percent for part-time and 21 percent for full-time.)

Enrollment Trends

An analysis of Fall 1979 enrollment by planning district (further stratified by zip code and high school service areas) revealed that:

1) The largest percentage of students from any one area was 14% (Hixson). Other top ranking areas were Red Bank (12%), Tyner/Central (11%), and East Ridge (9%). These percentages compare favorably with the percentage of projected population for 1980 in these areas of Hamilton County (Hixson, 11%; Red Bank, 10%; Tyner and Central, 12%; East Ridge, 8%).

2) Low areas of enrollment (Howard, Riverside, Kirkman, Chattanooga High, and Lookout Valley) are not considered significant because the percentages are comparable to the projected population percentages for these areas.

3) Areas where we are drawing significantly fewer students than the projected population percentage include zip code areas (1)

Enrollment Trends (Con't.)

3) 37407, 37409, and 37410; (2) zip code area 37404; zip code areas 37363, 37421, 37315, (served by Ooltewah High).

4) Attrition does not appear to cluster in any particular geographic areas.

5) Age distribution for Fall 1979 students:

26 % - 19 and under (21% of the 26% under 19 were Joint Enrollment students - 255 of the 1214 students)

30 % - 20-24

17 % - 25-29

11 % - 30-34

06 % - 35-39

04 % - 40-44

03 % - 45-49

03 % - 50 +

6) Of the 44.4% of Chattanooga City School graduates (1978) who attended college, 64.5% attended college in Tennessee. Of those 64.5%, 25.8% attended Chattanooga State and 37.0% attended UTC. Comparable data was not available from the county school system except from Red Bank. 62% of Red Bank's 1978 graduates attended college, with 22% of that 62% attending Chattanooga State and 38% attending UTC.

7) Eighteen to nineteen-year olds made up 12% of our part-time enrollment in Fall 1979 (this includes joint enrollment students) and 18% of our full-time enrollment. (Hamilton County only)

III. Marketing Task Force

A marketing task force was organized in October, 1979 to serve as an advisory committee to review established marketing plans and to make recommendations for revisions and/or evaluations.

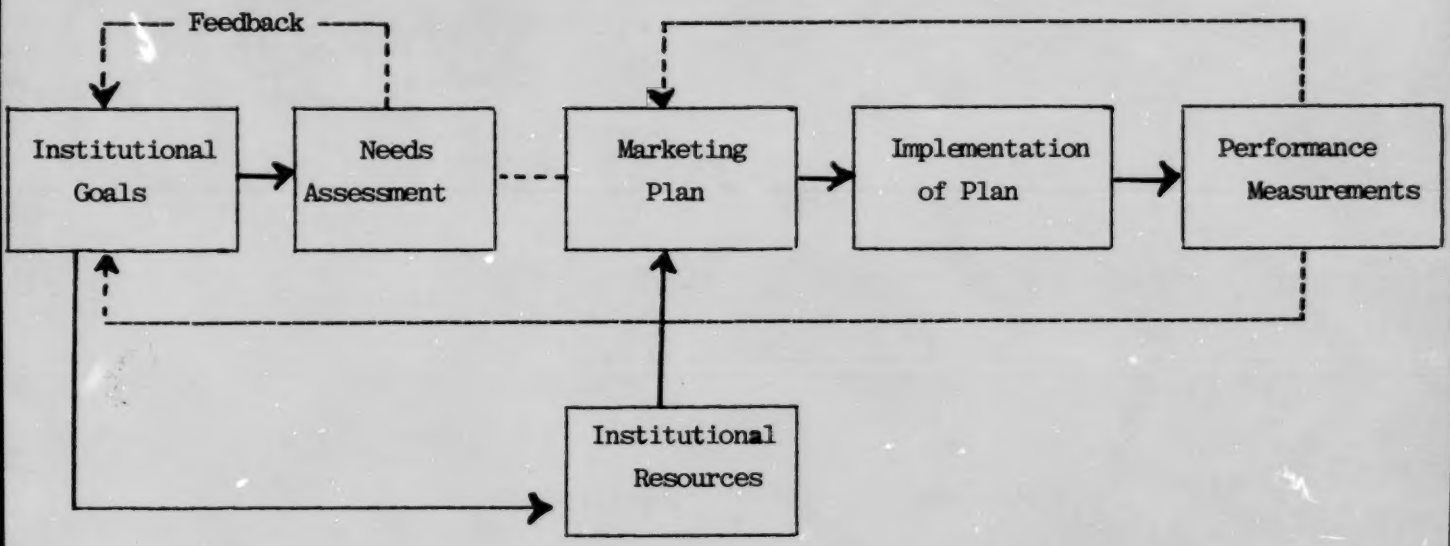
The committee, chaired by Lyn Sturrock, was subdivided by target markets for initial reviews and recommendations. Each subcommittee reviewed the 1979-80 marketing plan and made recommendations for additions, deletions, and/or changes. (See Appendix - for committee reports.)

MARKETING MODEL

The review of the literature combined with an analysis of the research data indicated a need for a marketing model. A marketing model would serve to integrate all components of the marketing mix and provide for evaluation of marketing activities. Although Chattanooga State's marketing plan has been considered effective because of enrollment increases, it has lacked this integration and direct relationship to institutional data. It has also been deficient in evaluation procedures.

The model which follows depicts institutional goals as both the beginning and end of the process. Needs assessment stems from institutional goals and feeds back into the goals to make certain that they are consonant with community needs. After determining needs assessments, institutional resources are reviewed for capability of meeting those needs and new programs are developed as needed. Also based on needs assessment, the marketing plan is aimed at promoting programs to specific target audiences or to the general population. Part of the plan provides for the evaluation of marketing activities through performance measures determined prior to implementation. The evaluation will be used to revise and/or supplement the marketing plan and also to feed back into the institutional goals.

Marketing Model



IMPLICATIONS

An investigation of Chattanooga State's 1979/80 Marketing Plan in relation to the review of the literature and the analysis of institutional data suggests the following needs:

1. Reapportion the amount of time spent marketing to specific target audiences. (Eighteen to nineteen year olds make up less than 20% of Chattanooga State's total enrollment. With the pool of 18-19 year-olds expected to decline dramatically in the next few years marketing efforts may be more profitably allocated to the adult market, where career training needs are steadily increasing.)

2. Develop and implement the following as part of a campus-wide retention plan:
   a) Small group orientation programs - personal for pre-registration sessions and on tape for late registrants
   b) Improve academic advisement possibly through the development of an academic advisement center
   c) Increase services in counseling, advisement, tutoring, etc., for part-time evening students
   d) Set up a warning system to identify potential early leavers
   e) Increase student activities

3. Translate Chattanooga State features into "benefits", use the "benefits" theme in all communications.

4. Increase mailings to key target audiences (material received in the

Implications (Con't.)

4. Con't.
   mail influenced a large percentage (41%) of entering students).

5. Increase visibility of Women's Center, Career Planning and Placement Center, financial aid, counseling services and testing services.

6. Increase contact with business and industry to enhance:
   a) management assessment program
   b) off-campus employee training
   c) on-campus tuition refund usage
   d) on-campus conference and work shops

7. Increase utilization of financial aid, particularly academic work scholarships.

8. Maintain contact with early leavers to encourage reenrollment (over two-thirds of the students surveyed indicated future plans for continuing their education).

9. Increase marketing contacts in zip code areas: 37407, 37409, 37404, 37363, 37421, 37315.

10. Revamp placement programs and services (including Career Express) to more effectively meet the needs of students and business/industrial leaders.

11. Increase inter-campus communications.

Implications (Con't.)

12. Reassess segmentation of target audiences and redesign marketing strategies accordingly.

13. Utilize alumni and current students in recruitment.

14. Offer more seminars and workshops through the Women's Center and Career Planning and Placement Center.

15. Make information about college happenings and services more accessible to community members.

16. Develop a plan to systematically evaluate marketing plan components. (During 1980/81, select 3-5 key areas for performance evaluation; add areas for evaluation in subsequent years.)

17. Continue needs-assessment as an on-going process.

18. Draw on talents of journalism and communications students in developing promotional materials and public affairs coverage.

19. All publications should have continuity in design and presentation to help convey an image that is consistent with the purpose of the institution.

20. Consider the feasibility of adding a youth service function through CPPC or Counseling Service.

Implications (Con't.)

21. Follow a formula for growth which has been successfully utilized in IOWA.

    a) determine what Chattanooga State's community is

    b) determine what the unique needs of the community are

    c) analyze what people want

    d) offer people what they want at a time and place that is convenient for them

    e) offer education at the very lowest possible cost

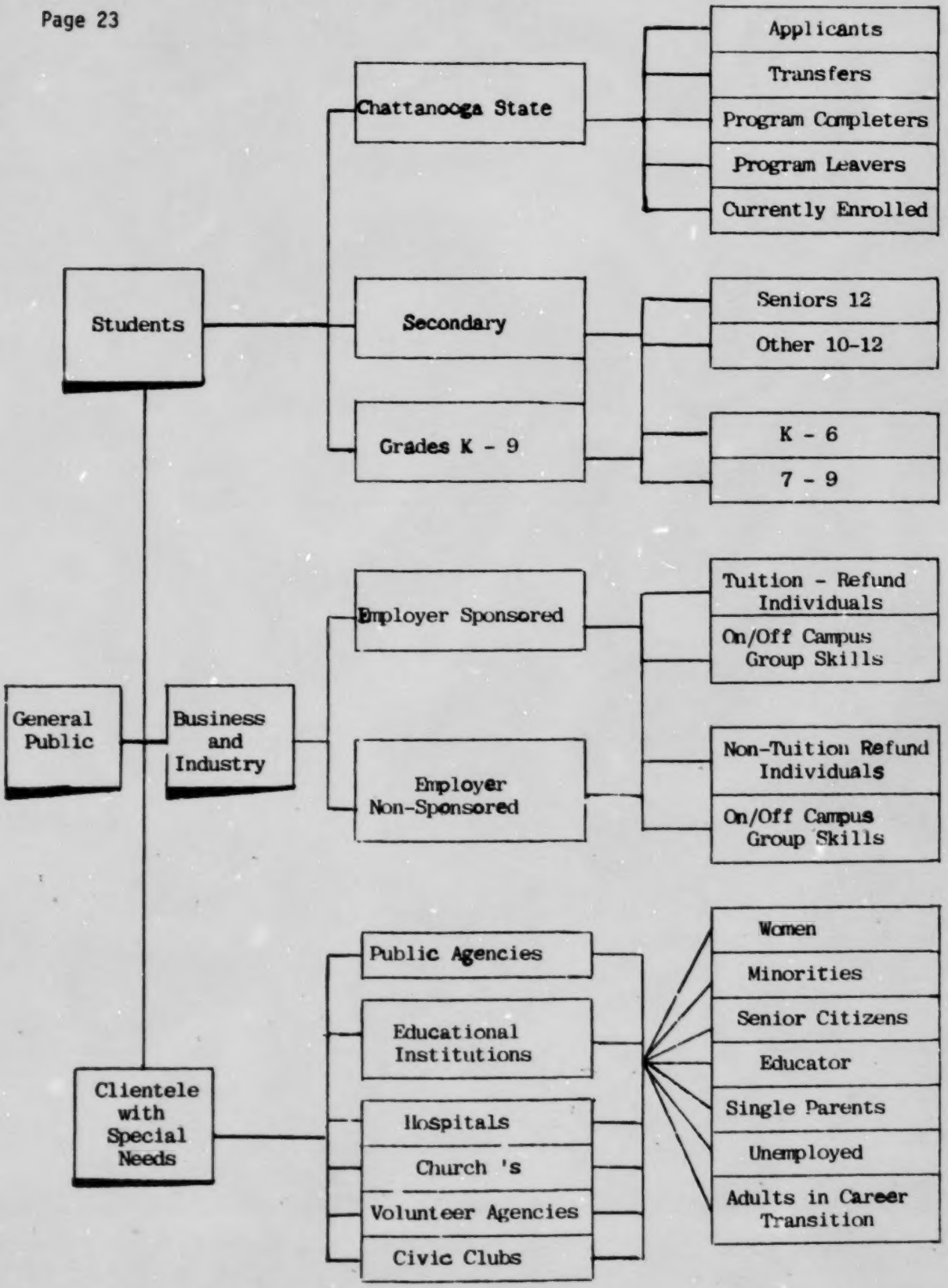
MARKETING PLAN

Introduction

The following marketing plan is based on the premise that marketing is not just promotion; it begins with a need. Need determines development of programs, target audiences, and promotion. Although no one "blueprint" will suffice for all colleges' marketing, all plans should have certain elements in common:

1. Centralization of the marketing process
2. Segmentation of target audiences
3. Strategies aimed at the "masses" - a shot-gun approach to reaching the general population
4. Strategies aimed at specific market segments
5. Time schedules for implementing the plan
6. Designation of persons responsible for implementation of specific proposals
7. Provisions for evaluation of marketing plan components

SEGMENTATION OF MARKETING AUDIENCES



TARGET AUDIENCE - GENERAL POPULATION

MARKETING PROPOSAL 1 - Implement telephone tape information system.

Activities and time schedule

Requisition equipment - July 1980
Visit Central Piedmont - July/August 1980
Tape 2-3- Modules monthly - August - June 1980

Coordinator(s)

Associate Dean of Admissions (primary responsibility)
Assistant Dean, Instructional Materials Center
Admissions Counselor

MARKETING PROPOSAL 2 - Design and produce a combined tabloid/annual report to the people.

Activities and time schedule

Requisition typesetting, printing, and mailing - July 1980
Prepare copy - July 1980
Submit for typesetting and printing - August 1980
Mail and distribute - August 1980

Coordinator (s)

Associate Dean of Admissions (primary responsibility)
Public Information Technician
Admissions Counselor

Evaluation

Telephone survey of 400 area residents to be conducted 2-5 days after mailing of tabloid.

MARKETING PROPOSAL 3 - Develop informational flyers to be distributed through:

a) Electric Power Board - to all new residents requesting service
b) County Court Clerk - to all license tag renewal applicants
c) Area banks, medical clinics, and merchants, veterans clinics, rehabilitation department, unemployment offices, and realtors.

PROPOSAL 3 (Con't.)

Activities and Time Schedule

Contact above agencies July 1980
Design and print flyer - July 1980
Distribute flyers - Aug. 1980, Dec. 1980, Mar. 1980, June 1980

Coordinator (s)

Associate Dean of Admissions
Coordinator of Special Projects (primary responsibility)
Public Information Technician

Evaluation

Flyers for each mailing will be different colors and will have tear-off mail back section for additional information. Responses will be tabulated and analyzed.

MARKETING PROPOSAL 4 - Continue to utilize Chatta Newcomers for distribution of Continuing Educational Bulletins; expand to include credit schedules and brochures

Activities and Time Schedule

Design and print flyers - Aug. 1980
Distribute flyers - Aug./ Dec./ Mar./ June

Coordinator (s)

Associate Dean of Admissions
Associate Dean of Continuing Education (primary responsibility)
Public Information Technician

MARKETING PROPOSAL 5 - Place curriculum brochures in:

a) public libraries
b) selected businesses based on type; example - landscape and horticulture brochures in garden centers

Activities and Time Schedule

Revise curricular brochures - Aug. 1980
Distribute - Aug./ Dec./ Mar./ June

Coordinator (s)

Admissions Counselor (primary responsibility)
Public Information Technician

MARKETING PROPOSAL 6 - Investigate feasibility of offering credit courses through:

a) educational TV program
b) radio program

Activities and Time Schedule

Contact public TV and radio stations - Aug. 1980
Plan programs - Sept./ Dec.
Offer program - Jan. 1981

Coordinator(s)

Assistant Dean of IMC (primary responsibility)
Selected Faculty Members

MARKETING PROPOSAL 7 - Develop and conduct at least two workshop/seminars per month for community members through the Career Planning and Placement Center including, but not limited

a) career direction
b) coping with unemployment

Activities and Time Schedules

Design and conduct programs - monthly beginning [illegible] 1980

Coordinator(s)

Coordinator, CPPC

MARKETING PROPOSAL 8 - Plan and conduct campus-on-the-mall display at Eastgate Center (action-oriented, career displays and exhibits)

Activities and Time Schedule

Reserve mall space July 1980
Contact faculty members Sept. 1980 and make arrangements for equipment, etc.
Conduct exhibits Nov. 1980

Coordinator(s)

Coordinator of Special Programs (primary responsibility)
Coordinator of Special Projects
Coordinator of Student Activities

MARKETING PROPOSAL 9 - Plan and conduct Chattanooga State Day at Northgate Mall

Activities and Time Schedule

Reserve mall space - Sept. 1980
Plan entertainment, displays, etc. - Jan. 1981
Make arrangements for equipment, etc. - March 1981
Conduct events - April 1981

Coordinator(s)

Coordinator of Student Activities

MARKETING PROPOSAL 10 - Operate recruitment booth at area shopping malls (Eastgate, Northgate and Four Squares) - staffed by selected faculty and staff members

Activity and Time Schedule

Make reservations - July 1980
Operate booths - Aug. 1980 (Friday nights and all day Saturdays)

Coordinator(s)

Admission Counselor

Evaluation

Interested persons complete cards for additional information
Cards are checked with enrolled for next quarter

MARKETING PROPOSAL 11 - Run paid advertising.

Activities and Time Schedules

Prepare and submit ads for credit and non credit - Sept., Dec., Mar., and June

Coordinator(s)

Associate Dean of Admissions (primary responsibility)
Associate Dean of Continuing Education

MARKETING PROPOSAL 12 - Develop news releases, features and public service announcements

Activities and Time Schedules

Write and submit as needed (minimum 3-5 news releases per week, 2 features per week, 1 PSA per week)

Coordinator(s)

Associate Dean of Admissions (primary responsibility)
Public Information Technician

MARKETING PROPOSAL 13 - Regularly schedule college administrators, faculty and Board of Associates members to appear as guests on public affairs programs

Activities and Time Schedule

Contact media personnel - Aug
Plan and implement program - on-going

Coordinator

Coordinator of Special Projects

MARKETING PROPOSAL 14 - Inform area residents of daily and weekend events on campus (art shows, musicals, athletic events, etc.)

Activities and Time Schedule

Publicize campus events through newspaper articles and PSA's-On going

Coordinator

Public Information Technician

MARKETING PROPOSAL 15 - Prepare general information posters for libraries, banks and business

Activities and Time Schedule

Design poster - July 1980
Prepare reguisition - July 1980
Submit for printing - August 1980

Coordinator
Admissions Counselor

MARKETING PROPOSAL 16 - Prepare combined credit/non-credit class schedule for mailing to selected homes (30 - 40,000) in area

Activities and Time Schedule

Design schedule covers - Aug./Dec./Mar./June
Submit for printing - Aug./Dec./Mar./June and mail

Coordinator(s)

Associate Dean of Admissions (primary responsibility)
Associate Dean of Continuing Education

MARKETING PROPOSAL 17 - Include athletic and cultural events which occur on Chattanooga State's campus in area Calendar(s) of events

Activities and Time Schedule

Submit information to local newspaper - on-going

Coordinator

Public Information Technician

TARGET AUDIENCE - STUDENTS

CHATTANOOGA STATE

Applicants

MARKETING PROPOSAL 1 - Design and implement personal contact system for applicants.

Activities and Time Schedule

Admissions Office send names and phone numbers of applicants to advisors - weekly
Advisors make personal contact (by phone, if possible; otherwise by personal letter) within two weeks of receipt of information

Coordinator

Registrar

Applicants

MARKETING PROPOSAL 2 - Send quarterly new student newsletter to applicants

Activities and Time Schedule

Prepare and mail newsletter - Aug./ Dec./ Mar./ June

Coordinator

Associate Dean of Admissions

Applicants

MARKETING PROPOSAL 3 - Design and implement small group orientation system

Activities and Time Schedule

Design and develop program and slide presentation - July 1980
Begin small group orientation - Aug. 1980

Coordinator

Admissions Counselor (primary responsibility)
Coordinator, Student Activities
Coordinator, Counseling and Guidance
Coordinator, Career Planning and Placement Center

MARKETING PROPOSAL 3 - (Con't.)

Evaluation

Evaluation forms will be developed for completion at end of orientation program. Results will be analyzed by Office of Institutional Research.

Mail information on projected job openings and salaries to applicants in their area of interest.

Activities and Time Schedule

Advisors mail letters upon receipt of advisee form on-going

Coordinator

Department Heads

Transfers

MARKETING PROPOSALS 1 - 2 - 3: Same as for Applicants above

Transfers

MARKETING PROPOSAL 4 - Improve transfer evaluation system.

Activities and Time Schedule

Evaluate transcripts - within two week of receipt

Send copy of transcript evaluation to student and academic advisor - within one week after evaluation is completed

Coordinator
Registrar

Program Completers

MARKETING PROPOSAL 1 - Send congratulatory letter to graduates with employment survey enclosed

Activities and Time Schedule

Prepare and mail letter/survey within two weeks after graduation. June
Analyze survey results - July/August
Update student information file - July/August

Coordinator

Coordinator of Institutional Research

Program Completers

MARKETING PROPOSAL 2 - Develop and implement an active alumni organization

Activities and Time Schedule

TBA

Coordinator

Program Completers — Coordinator of Special Projects

MARKETING PROPOSAL 3 - Mail credit and non-credit schedules to graduates for 4 quarters following graduation.

Activities and Time Schedule

Prepare and mail schedules - Aug./ Dec./ Mar./ June

Coordinator

Admissions Counselor

Programs Leavers

MARKETING PROPOSAL 1 - Conduct personal exit interviews with all students who withdraw.

Activities and Time Schedule

Conduct on-site interview as student withdraws - on-going
Make referrals to counseling, placement, advisors, etc., if appropriate

Coordinator

Registrar

Program Leavers

MARKETING PROPOSAL 2 - Contact all program leavers by phone or mail to encourage return to school next quarter.

Activities and Time Schedule

Admissions office sends notification of withdrawal to advisors - weekly
Advisors contact withdrawers by phone or mail - within two weeks

Coordinator

Registrar

Program Leavers

MARKETING PROPOSAL 3 - Mail credit and non-credit schedules to program leavers for four quarters following withdrawal or last date of attendance.

Activities and Time Schedule

Prepare and mail schedules - Aug./ Dec./ Mar./ June

Coordinator

Admissions Counselor

Program Leavers

MARKETING PROPOSAL 4 - Contact students who complete one quarter but do not return the following quarter.

Activities and Time Schedule

Identify and contact non-returners -Jan./Apr./Sept.

Coordinator(s)

Coordinator of Institutional Research (primary responsibility)
Associate Dean of Admissions

Currently Enrolled

MARKETING PROPOSAL 1 - Design and implement an academic advisement center.

Activities and Time Schedule

Discuss plans - July 1980 (retreat)
Design academic advisement center - August 1980
Implement academic advisement center - September 1980

Coordinator(s)

Associate Dean of Student Development (primary responsibility)
Coordinator of Guidance and Counseling

Currently Enrolled (Con't.)

MARKETING PROPOSAL 2 - Contact students with excessive absences to encourage them to return to classes or to officially withdraw.

Activities and Time Schedule

Instructors send notice to notify student services when a student has accumulated excessive, consecutive absences (2 times the number of class meetings per week) - weekly

Student Services makes personal contact with student- by phone (or by letter if not reached by phone) - within 3 days of notification
Student Services reports back to instructor - within one week of original notification

Coordinator

Associate Dean of Student Development

Currently Enrolled
MARKETING PROPOSAL 3 - Continue to improve regular academic advisement system.

Activities and Time Schedule

Distribute advisee grade reports to advisors - within one week after end of quarter
Advisors contact students a minimum of one time quarterly on-going

Coordinator(s)

Registrar - distribute grade reports
Academic Assistant Deans - monitor advisee contacts (primary responsibility)

Currently Enrolled
MARKETING PROPOSAL 4 - Conduct career mini-workshops for accepted and prospective students.

Activities and Time Schedule

Plan mini-workshops - July 1980
Publicize mini-workshops - August 1980
Mail invitations to accepted students - August 1980
Conduct mini-workshops - Sept. 1980

Coordinator(s)

Associate Dean, IMC (primary responsibility)
Academica Assistant Deans
Department Heads

MARKETING PROPOSAL 4 - (Con't.)

Evaluation

Evaluation forms will be designed and will be completed by participants at the conclusion of the mini-workshops.

Currently Enrolled

MARKETING PROPOSAL 5 - Stage quarterly registration events, e.g., choral groups, bio-rhythm hand-outs, juggler, etc., to alleviate standing-in-line boredom and to provide genuine, caring help for confused students.

Activities and Time Schedule

Determine and plan events - Aug./ Dec./ Mar./ May
Conduct events - quarterly registrations

Coordinator(s)

Coordinator of Student Activities (primary responsibilities)
Director of Choral Groups

Currently Enrolled

MARKETING PROPOSAL 6 - Identify and contact students experiencing academic difficulty.

Activities and Time Schedule

Develop letter for word processing - August 1980
Identify students by requesting names from faculty - 2 to 3 weeks after quarter begins
Send letter to students offering assistance (tutoring, counseling, financial aid, etc.) - 3 weeks after quarter begins
Report back to faculty - within 1 week after contact is made with student

Coordinator

Associate Dean, Student Development Services

Currently Enrolled

MARKETING PROPOSAL 7 - Mail continuing education students credit course schedules; mail credit students continuing education schedules.

Activities and Time Schedule

Prepare and mail schedules - Aug./ Dec./ Mar./ May

Coordinator(s)

Associate Dean of Admissions
Associate Dean of Continuing Education

Currently Enrolled

MARKETING PROPOSAL 8 - Offer college credit for career planning

Activities and Time Schedule

Design course and submit to THEC - Oct. 1980
Offer course - Spring Quarter 1981

Coordinator(s)

Coordinator, Career Planning and Placement Center
Assistant Dean, Arts, Humanities, and Public Service

Currently Enrolled

MARKETING PROPOSAL 9 - Offer a series of career planning and placement workshops for currently enrolled students

Activities and Time Schedules

Design and plan workshops - October/ Feb./ June
Conduct workshops - Jan./ Mar./ August

Coordinator

Coordinator, Career Planning and Placement Center (primary responsibility)

Currently Enrolled

MARKETING PROPOSAL 10 - Design and implement a Pre Counseling Service

Activities and Time Schedule

Design program - July/ August 1980
Implement program - Sept. 1980

Coordinator(s)

Coordinator, Counseling and Guidance
Department Head, Public Service Careers
Coordinator, Student Activities (primary responsibility)

Currently Enrolled

MARKETING PROPOSAL 11 - Publicize the availability of financial aid to both part-time and full-time students.

Activities and Time Schedule

TBA

Coordinator

Coordinator of Financial Aid

SECONDARY STUDENTS

Seniors - 12

MARKETING PROPOSAL 1 - Mail a series of five general recruitment letters to approximately 4400 area high school seniors.

Activities and Time Schedules

Draft, print, and mail letters - October/ Jan./ Mar./ June/ August

Coordinator

Associate Dean of Admissions

Seniors
MARKETING PROPOSAL 2 - Mail recruitment letters and make personal phone calls to:

a) seniors for whom we receive ACT
b) seniors who make inquiries, complete prospect cards, etc.
c) seniors for whom we receive financial aid forms but no application for admission
d) seniors for whom we receive high school transcripts but no application for admission

Activities and Time Schedule

Design and mail letters - on-going

Coordinator(s)

Associate Dean of Admissions (primary responsibility)
Admissions counselor
Department Heads

Seniors
MARKETING PROPOSAL 3 - Visit each high school twice annually.

Activities and Time Schedule

Schedule high school visits - Sept. and March

Coordinator

Admissions Counselor

Seniors

MARKETING PROPOSAL 4 - Conduct campus tours

Activities and Time Schedule

Invite all area high school seniors for a tour of campus
September/October 1980

Coordinator

Admissions Counselor

Seniors

MARKETING PROPOSAL 5 - Administer and interpret Strong Vocational Inventory in local high schools

Activities and Time Schedule

Contact area high school counselors - Sept. 1980
Administer and interpret tests - Oct. - Dec.

Coordinator(s)

Coordinator, Career Planning and Placement Center (primary responsibility)
Coordinator, Guidance and Counseling

Seniors

MARKETING PROPOSAL 6 - Invite Joint Enrollment students to a Chattanooga State basketball game

Activities and Time Schedule

Invite students; plan hospitality room - November 1980

Coordinator(s)

Coordinator of Special Programs (primary responsibility)
Athletic Director
Coordinator of Student Activities (primary responsibility)

Seniors

MARKETING PROPOSAL 7 - Participate in college day fairs

Activities and Time Schedule

Develop new slide show - August 1980
Participate - as requested

Coordinator

Admissions Counselor

Seniors

MARKETING PROPOSAL 8 - Conduct 1/2 day career planning workshops for seniors.

Activities and Time Schedule

Contact principals and/or guidance counselors - Sept. 1980
Conduct workshop - No. 1980

Coordinator

Coordinator, Career Planning and Placement Center

Seniors

MARKETING PROPOSAL 9 - Implement INFOE system in high schools with computer terminals

Activities and Time Schedule

Update INFOE - Sept. / Dec.
Implement - January 1981

Coordinator(s)

Coordinator, Career Planning and Placement Center (primary responsibility)
Computer Services Director

Seniors

MARKETING PROPOSAL 10 - Mail parents of prospective students an information letter re: programs, placement, costs, benefits of a Chattanooga State education, etc.

Activities and Time Schedule

Design flyer and/or letter - September 1980
Mail to parents of high school students who complete recruitment cards - on-going

Coordinator

Admissions Counselor (primary responsibility)

Seniors

MARKETING PROPOSAL 11 - Develop and distribute information packets (on programs with special requirements) to guidance counselors

Activities and Time Schedule

Develop packet - Aug./Sept.
Distribute packet - Sept.

Coordinator

Admissions Counselor
Department Heads and/or Assistant Deans

Others 10-12

Others 10-12
MARKETING PROPOSAL 1 - Develop a speaker's bureau with representation from both faculty and staff

Activities and Time Schedule

Contact faculty and staff - Sept. 1980
Develop and mail flyer to area high school teachers
October 1980

Coordinator

Coordinator of Special Programs

Others 10-12
MARKETING PROPOSAL 2 - Host area high school basketball and baseball teams at Chattanooga State games

Activities and Time Schedule

TBA

Coordinator(s)

Coordinator of Student Activities (primary responsibility)
Athletic Director

Others 10-12
MARKETING PROPOSAL 3 - Sponsor high school photography contest, yearbook workshop, and press day.

Activities and Time Schedule

TBA

Coordinator(s)

Coordinator of Student Activities

Others 10-12
MARKETING PROPOSAL 4 - Sponsor high school engineer's day.

Activities and Time Schedule

TBA

Coordinator(s)

Department Head, Engineering Technologies (primary responsibility)
Associate Dean, Student Services

Others 10-12

MARKETING PROPOSAL 5 - Notify high schools of former students who receive awards and recognition.

Activities and Time Schedule

Mail information to high school newspaper editors - monthly

Coordinator

Public Information Technician

MARKETING PROPOSAL 1 - Develop and conduct presentations on self-concept and career development for elementary and junior high students.

Activities and Time Schedule

Plan programs - Oct. Nov. 1980
Contact elementary and jr. highs - Nov./Dec. 1980
Conduct presentation - Jan. - Mar. 1981

Coordinator(s)

Coordinator of Guidance and Counseling (primary responsibility)
Department Head, Public Service Careers

TARGET AUDIENCE - BUSINESS AND INDUSTRY

EMPLOYER SPONSORED

Tuition-Refund Individuals

MARKETING PROPOSAL 1 - Increase the utilization of tuition refund programs.

Activities and Time Schedule

Identify and contact companies sponsoring tuition refund programs - July/Aug. 1980
Contact individuals eligible for tuition refund - August 1980
Design flyer about tuition-refund-August 1980
Mail schedules to above individuals - quarterly

Coordinator(s)

Coordinator, Industrial Relations
Coordinator, Career Planning Placement Center (primary responsibility)

ON/OFF CAMPUS GROUP SKILLS

MARKETING PROPOSAL 1 - Increase on/off campus offerings (credit and non-credit) designed for specific employee groups to enhance economic development.

Activities and Time Schedule

Contact area business/industry officials regarding needs - October/December 1980
Develop programming - Jan./Feb. 1981
Offer programs - March 1980 on-going

Coordinator(s)

Associate Dean, Continuing Education (primary responsibility)
Associate Dean Admissions
Academic Deans

MARKETING PROPOSAL 2 - Conduct formal study of area business/industry needs.

Activities and Time Schedule

TBA

MARKETING PROPOSAL 2 - (Con't.)

Coordinator

Coordinator of Institutional Research

MARKETING PROPOSAL 3 - Increase awareness of college programs designed to meet business and industrial needs through in-person visitations by faculty members.

Activities and Time Schedule

TBD

Coordinator

Department Heads

EMPLOYEE NON-SPONSORED

Non-tuition-refund individual

MARKETING PROPOSAL 1 - Provide schedules of classes (credit and non-credit) for posting by area businesses/industries.

Activities and Time Schedule

Mail schedules to approximately 200 companies on business/industry list - Aug./ Dec./ Mar./ June

Coordinator

Associate Dean of Admissions

MARKETING PROPOSAL 2 - Mail specially designed flyers to target employee groups (e.g., LPN's, clerical workers, computer operators).

Activities and Time Schedule

Obtain employee lists from selected companies - Oct. 1980
Mail Schedules - quarterly

Coordinator(s)

Associate Dean, Continuing Education
Associate Dean of Admissions (primary responsibility)

MARKETING PROPOSAL 3 - Produce flyers aimed at career training or retraining for distribution at selected businesses/industries

Activities and Time Schedule

Contact companies - Mar 1981
Design flyers - May 1981
Distribute flyers - Sept. 1981

Coordinator

Associate Dean, Continuing Education(primary responsibility)
Associate Dean Admissions

On/Off Campus Group Skills

MARKETING PROPOSAL 1 - Work with personnel offices to set up special training classes.

Activities and Time Schedule

Meet with personnel training directors - TBD
Meet with employee groups - TBD
Set up classes (credit and non-credit) - TBD

Coordinator(s)

Associate Dean of Admissions
Associate Dean, Continuing Education (primary responsibility)

Employers

MARKETING PROPOSAL 1 - Develop a public service announcement to encourage employers to list job openings with Chattanooga State

Activities and Time Schedule

Write copy for PSA - Oct. 1980

Coordinator

Placement Counselor

MARKETING PROPOSAL 2 - Mail a brochure and cover letter describing placement services to personnel directors in all major companies

Activities and Time Schedule

Develop brochures - November
Mail - January

Coordinator
Coordinator, Career Planning and Placement Center

TARGET AUDIENCE - CLIENTELE W/SPECIAL NEEDS

NOTE: The diversity of clientele w/special needs and the intermingling of places of potential contact necessitates a different approach in this area of the marketing plan. Specific plans for agency or place of contacts will be supplemented by promotional materials and/or packages designed for the specific target audiences.

PUBLIC AGENCIES

MARKETING PROPOSAL 1 - Work with Department of Employment Security to encourage unemployed to return to school to obtain or upgrade skills.

Coordinator

Coordinator, Career Planning Placement Center

MARKETING PROPOSAL 2 - Strengthen relations and cooperative efforts with city and county agencies which serve particular markets, such as the handicapped, mentally ill, juvenille offenders, the incarcerated, etc.

Coordinator

TBD

MARKETING PROPOSAL 3 - Make at least one presentation annually to each of the Chamber of Commerce Area Councils

Coordinator

Coordinator of Special Projects

EDUCATIONAL INSTITUTIONS

MARKETING PROPOSAL 1 - Host LPGA dinner meeting

Coordinator

Associate Dean of Admissions

MARKETING PROPOSAL 2 - Conduct counselor workshops or in-service training (topics TBD)

Coordinator(s)

Coordinator, Career Planning and Placement Center (primary responsibility)
Coordinator, Counseling and Guidance

EDUCATIONAL INSTITUTIONS (Con't.)

MARKETING PROPOSAL 3 - Increase course offerings for recertification purposes; mail flyers to area principals and teachers.

Coordinator

Associate Dean, Arts, Humanities, and Public Service

MARKETING PROPOSAL 4 - Increase faculty contacts with counterparts in secondary schools.

Coordinator

Department Heads

MARKETING PROPOSAL 5 - Regularly submit news items to county and city school systems for inclusion in their respective newsletters.

Coordinator

Associate Dean of Admissions

MARKETING PROPOSAL 6 - Host luncheon for all area high school principals (city and county)

Coordinator

Associate Dean of Admissions

MARKETING PROPOSAL 7 - Implement PTA presentation

Activities and Time Schedule

Develop speakers list and/w slide presentation - Aug./ Sept.
Contact PTA presidents - Sept.
Implement - Oct. / April

Coordinator

Coordinator, Special Programs

MARKETING PROPOSAL 8 - Contact certification board and develop a list of Chattanooga State courses which can be used for recertification in different academic areas.

Activities and Time Schedules

Contact certification board - Aug. 1980
Develop list - Sept. 1980
Distribute to area schools

Coordinator

Assistant Dean, Arts, Humanities, and Public Service

HOSPITALS

MARKETING PROPOSAL 1 - Continue to maintain contacts with area hospitals and to offer specialized workshops

Coordinator

Coordinator, Continuing Health Education

MARKETING PROPOSAL 2 - Obtain list of LPN's and mail information on nursing program

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CHURCHES

MARKETING PROPOSAL 1 - Mail announcements (for church bulletins) and specially designed flyers (for posting) to area churches, promoting women's programs, workshops for single parents, senior citizens, unemployed, adults in career transition, etc.

Coordinator(s)

Associate Dean Continuing Education (primary responsibility)
Associate Dean of Admissions

MARKETING PROPOSAL 2 - Increase off-campus course offerings in church day care centers.

Coordinator

Department Head, Public Service Careers

VOLUNTEER AGENCIES

MARKETING PROPOSAL 1 - Work with senior citizen groups to determine their needs; design appropriate programs.

Coordinator

Associate Dean Continuing Education

CIVIC/INTEREST CLUBS

MARKETING PROPOSAL 1 - Provide one speaker (faculty and staff members) annually to as many area Civic Clubs as possible.

Coordinator

Coordinator of Special Programs

MARKETING PROPOSAL 2 - Schedule slide presentation at selected civic club meetings.

Coordinator

Coordinator of Special Programs

APPENDIX A

PURPOSE OF THE MARKETING TASK FORCE

The purpose of the marketing task force is to serve as an advisory committee whose primary responsibilities are to review established marketing plans and to make recommendations for revisions and/or evaluations.

Organization and Activities

The marketing task force was organized in October, 1979 and was subdivided for initial reviews and recommendations. The following objectives of the marketing plan served as a basis for this review:

(1) To establish and maintain communications with target audiences as well as the general public

(2) To provide a comprehensive plan for communicating the diversity of programs and services available at Chattanooga State

(3) To coordinate the planning and implementation of recruitment activities

Each subcommittee reviewed the 1979-80 marketing plan and made recommendations for additions, deletions, and/or changes. A copy of the 1979-80 marketing plan and a summary of the recommendations by the sub-committee follow.

Also attached is information researched by Dr. Mayberry on marketing through a telephone tape system.

MARKETING TASK FORCE MEMBERS

Chairman - Lyn Sturrock

Sub-Committees:

High School Seniors Elementary and Jr. High Students Teachers	Chairman - Foster Chason Members: Carol Monroe Howard Yarbrough
Business and Industry Working Adults	Chairman - David Haddock Members: Joe Johnson William Ransom
General Population Women Demographic Stats	Chairman - Lynda Moss Members: Larry Headrick Lena Mayberry
Current Students	Chairman - Herb Hooper Members: Billie Lane
Students Accepted for Admission	Chairman - Angie Campbell Members: Mary Ann Stewart Sylvia Wygoda

SUB-COMMITTEE - High School, Jr. High, Elementary Students and Teachers

1. Contact certification board and develop a list of our course offerings that can be used for recertification in the different majors.

2. Mail projection of job opening areas to prospective students.

3. Send prospective students parents a letter informing them of the type of school we have, the cost, what can be done with education.

4. For Juniors who take ACT send back-up letter next year.

5. Send a catalog to students who show interest as follows:
   (1) pre-paid card in local student letters
   (2) phone calls
   (3) all ACT students

6. Establish a toll free number for prospective students about all programs (admissions counselor).

7. Implement PTA meeting presentations.

8. Gather programs and program prerequisites together e.g. Allied Health, for distribution to counselors.

9. Implement High School Night at home basketball games. Invite Pep Band to perform at half-time.

10. Have teacher In-Service Day and tour of school.

11. Have Junior High field trips - tour of school.

12. Notify high schools of former students who receive awards and recognitions.

13. Send monthly newsletters, calendars, posters of upcoming events at Chattanooga State Technical Community College to all local schools.

14. Publicize school events on radio.

15. Make poster and letter on: Steps to Take to Enter College.

16. Advise Counselors on steps to enter college.

17. Give Aptitude Tests to high school seniors (Schedule on selected Saturdays).

SUB-COMMITTEE - Business and Industry

1. Make sure that all course work for appropriate careers is offered in evening hours.

2. Contact businesses to make them aware that we can teach classes at their location.

3. Improve lighting in parking lots and around buildings.

4. Have a Speaker's Bureau and have faculty/staff available for speaking at no charge.

5. Expand mailings of Continuing Education offerings to area businesses.

6. Make known that certain programs will assist in business/ industry needs (i.e., surveying, co-op education).

SUB-COMMITTEE - Current Students

1. Develop network of TV monitors for disseminating up-to-date information about the College. One monitor should be in each building.

2. Purchase and place an attractive bulletin board in front of the Technology Building indicating by function the location of various programs of the College.

3. Purchase and place an attractive bulleting board in front of the IMC, the Student Center, and the Physical Education Building indicating the specific location of the various functional areas within each building.

NOTE: Bill Ransom should be consulted for determining the best and most economical means for accomplishing tasks 2 and 3.

SUB-COMMITTEE - General Population, Women and Demographic Stats

1. Make presentations to Civic Groups targeted toward their major interest, e.g. area Garden Clubs, John Gehring, Horticulture Instructor; ASHRAE, Terry Townsend, HVAC Program, etc.

2. Distribute flyers through area banks, medical clinics and merchants.

3. Distribute flyers through governmental offices and mailings, e.g. County Court Clerk, County Tax Assessor, City Tax Assessor, Department of Human Services, etc.

4. Coordinate information for 'in-house' newsletters for major employers in area.

5. Develop informational flyer to be distributed through Electric Power Board to all new residents requesting service.

6. Make at least one presentation annually to each of the Chamber of Commerce Area Councils.

7. Investigate the possibility of having a Coffee for 'Chattanooga State Supporters'

8. Investigate the possibility of Red Food's donating the printing of grocery bags promoting post-secondary education.

9. Continue increased involvement of student organizations in the news releases.

10. Continue to utilize Chatta-Newcomers for distribution of Continuing Education Bulletins; investigate the possibility of increasing information to include credit programs.

11. Selective distribution in public places of curriculum brochures.

12. Include athletic and cultural events which occur on Chattanooga State's campus in area Calendar(s) of Events.

13. Conduct a careful analysis of all television programming (public service) and make certain that Chattanooga State programs are represented.

14. Continue 'Second Time Around' program.

15. Offer more seminars and workshops through the Women's Center geared toward:
    a. Women Alone
    b. Returning to School
    c. Time Scheduling, etc.

SUB-COMMITTEE - General Population, Women and Demographic Stats (Con't)

16. Coordinate civic presentations for women's groups with staff from the Women's Center.

17. Publicize the Child Demonstration Center.

SUB-COMMITTEE - General Population, Women and Demographic Stats

Suggested Techniques for Marketing Through Telephone System
From: Lena Mayberry

Information about the Dolly System at Central Peidmont Community College in Charlotte, North Carolina:

Coordinator of program: Jim Bailey 704/373-6789

System operated by 15 machines; and cassettes operate 24 hours daily; 10 of the hours are handled manually, Monday through Thursday. 800 tapes on daily catalog; 15 titles are published each week in Charlotte Observer.

5 categories of information:

1. General: registration; programs; careers
2. Consumer information: energy; "how to" (such as buy home)
3. Physical health: diseases and their cures or treatment.
4. Entertainment and "Nostalgia" (program began with this format of "oldies")
5. Learning by phone: instructional tapes integral to courses taught within college (medical records; spelling; vocabulary; shorthand by phone); homework assignments taped and classes taped for students unable to attend; this is portion CPCC wants to expand. Each instructional department can put tapes on according to their choices.

COSTS:

$800 per machine (they have 20 machines)
$150 each telephone installation (coupler) (they have 15 installations)

Two copies of each cassette, cataloged several ways.

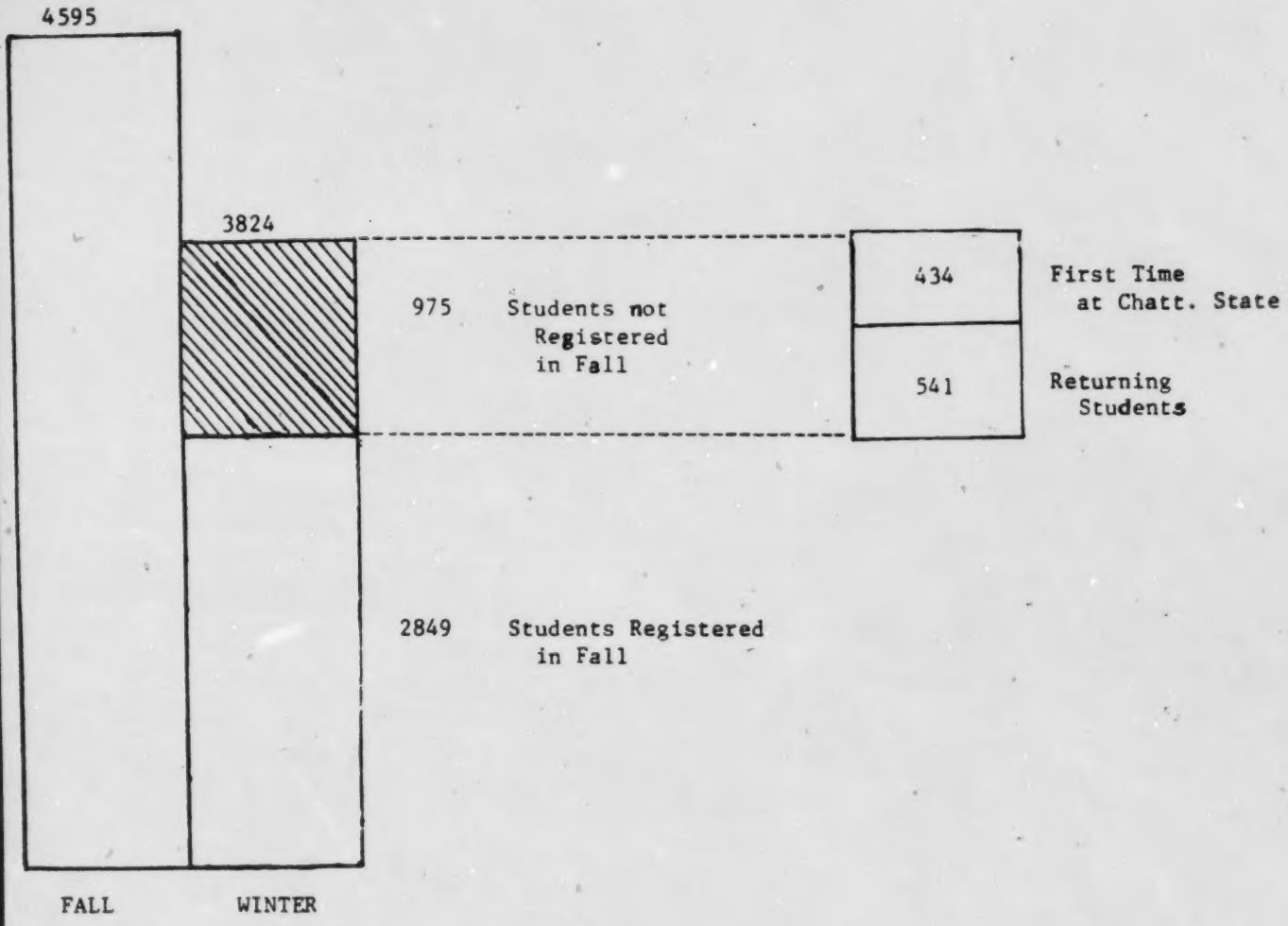
Supervision under Director of Educational Planning 704/373-6647

Officials of CPCC have invited us to visit to review the system.

APPENDIX B

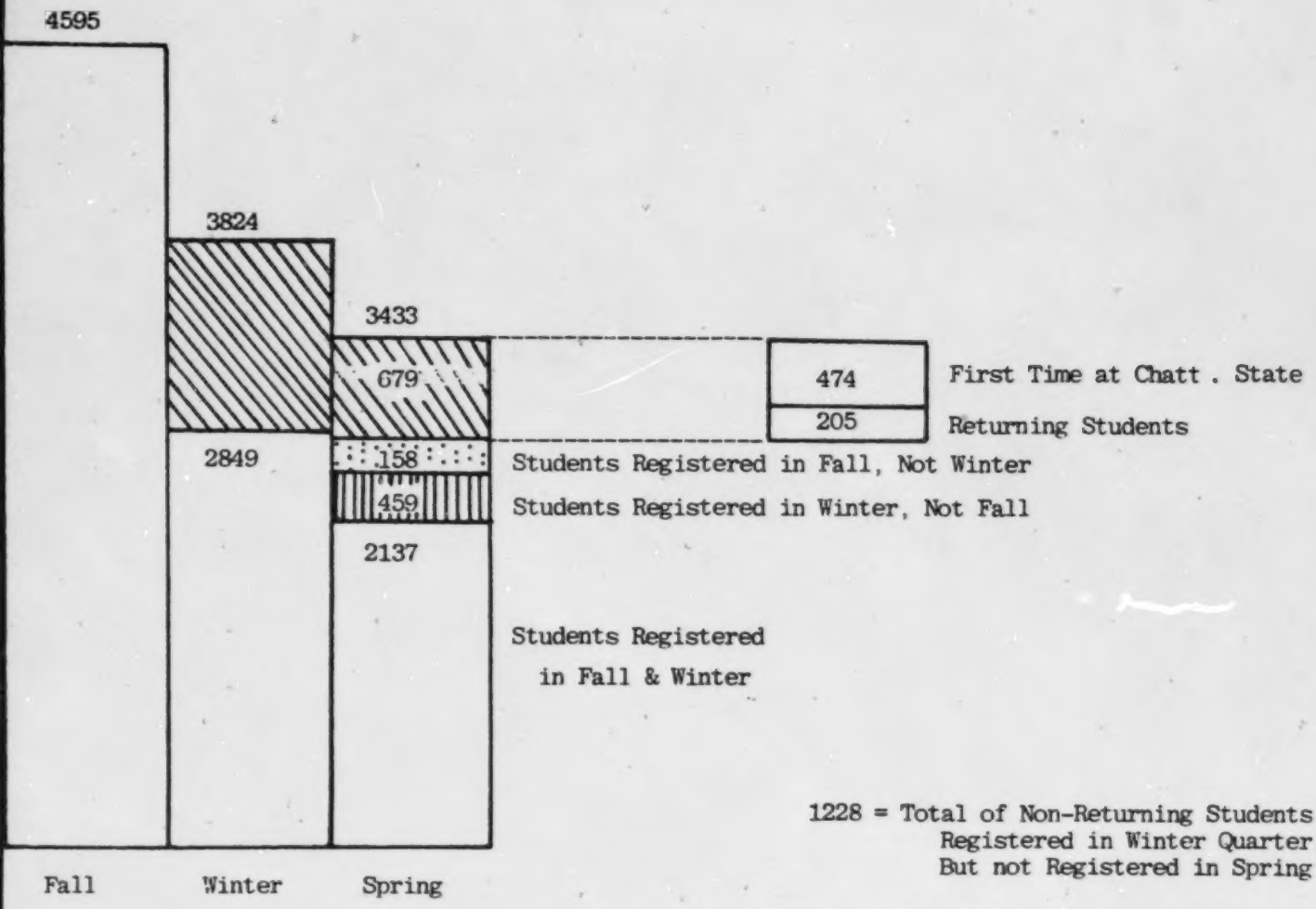
PROFILE OF WINTER QUARTER

REGISTERED STUDENTS



Profile of Spring Quarter

Registered Students

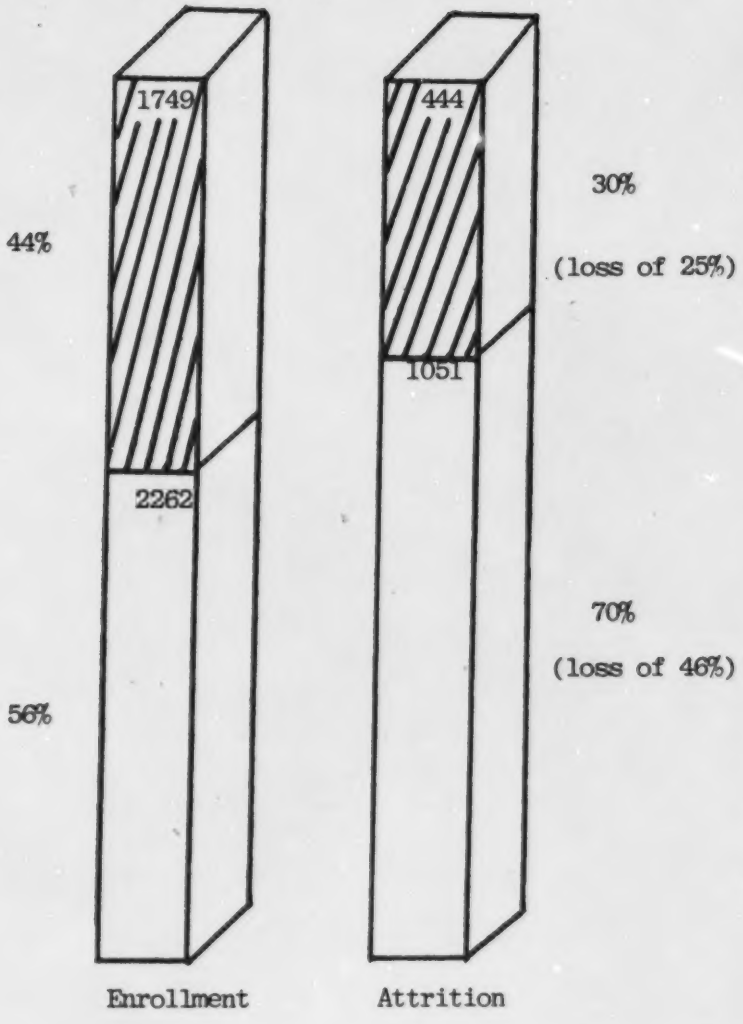


1228 = Total of Non-Returning Students
Registered in Winter Quarter,
But not Registered in Spring

.47 or 2458 Students have been retained
for 3 successive quarters

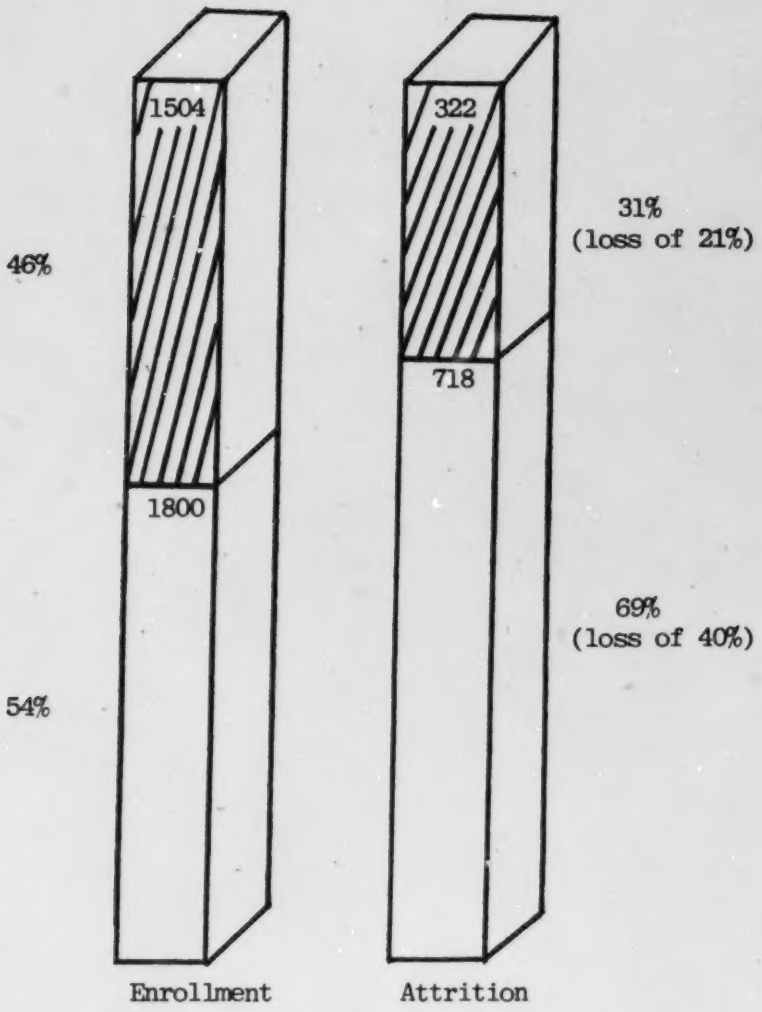
Fall Quarter Summary Report

Enrollment & Attrition



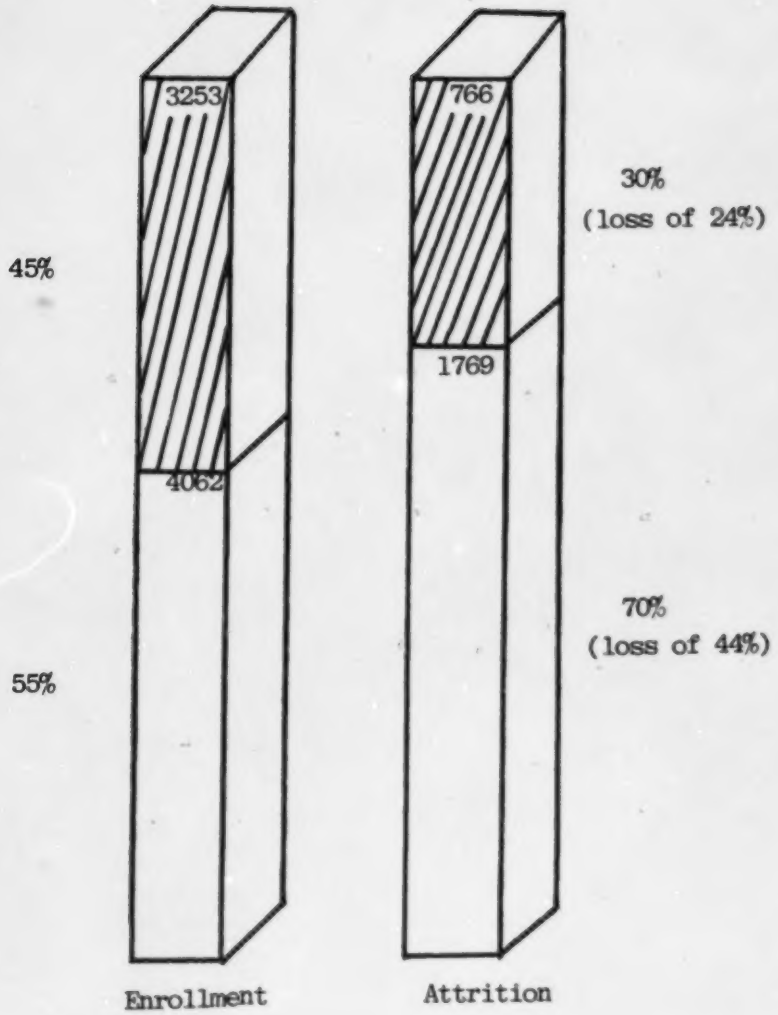
Winter Quarter Summary Report

Enrollment & Attrition



Summary Report for Fall and Winter Quarter

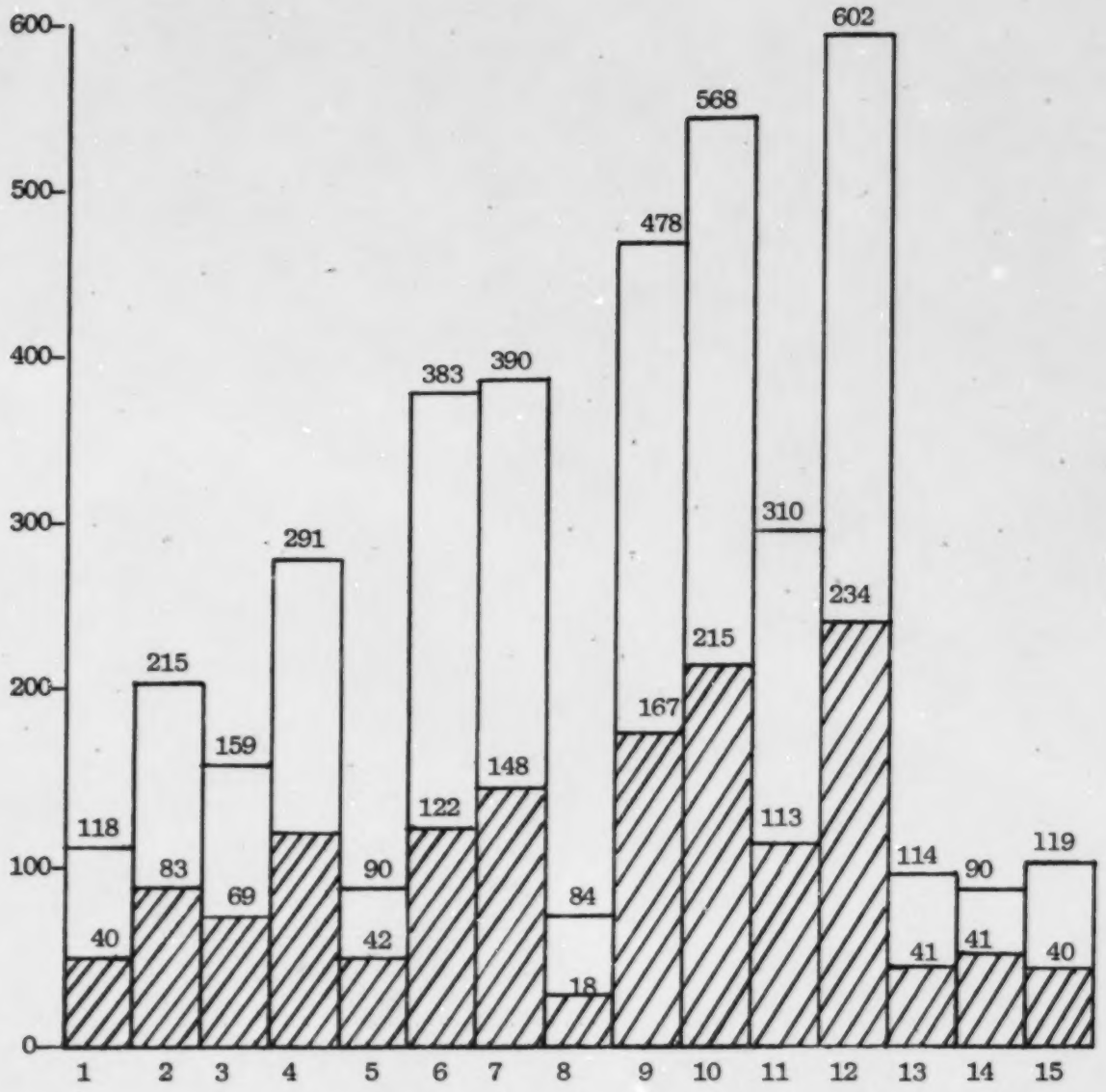
Enrollment & Attrition



Enrollment & Attrition Study

by Planning District

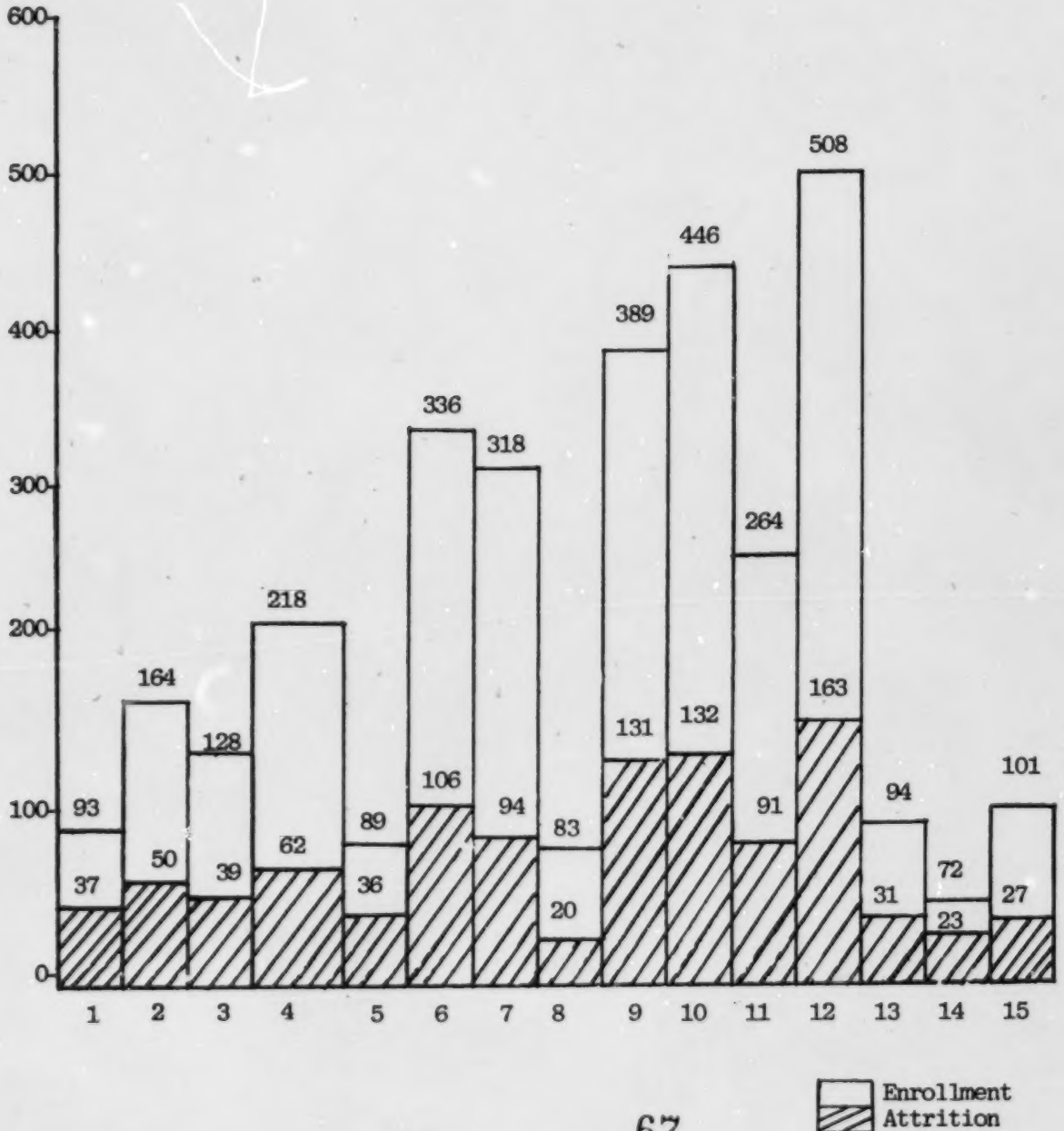
Fall 1979



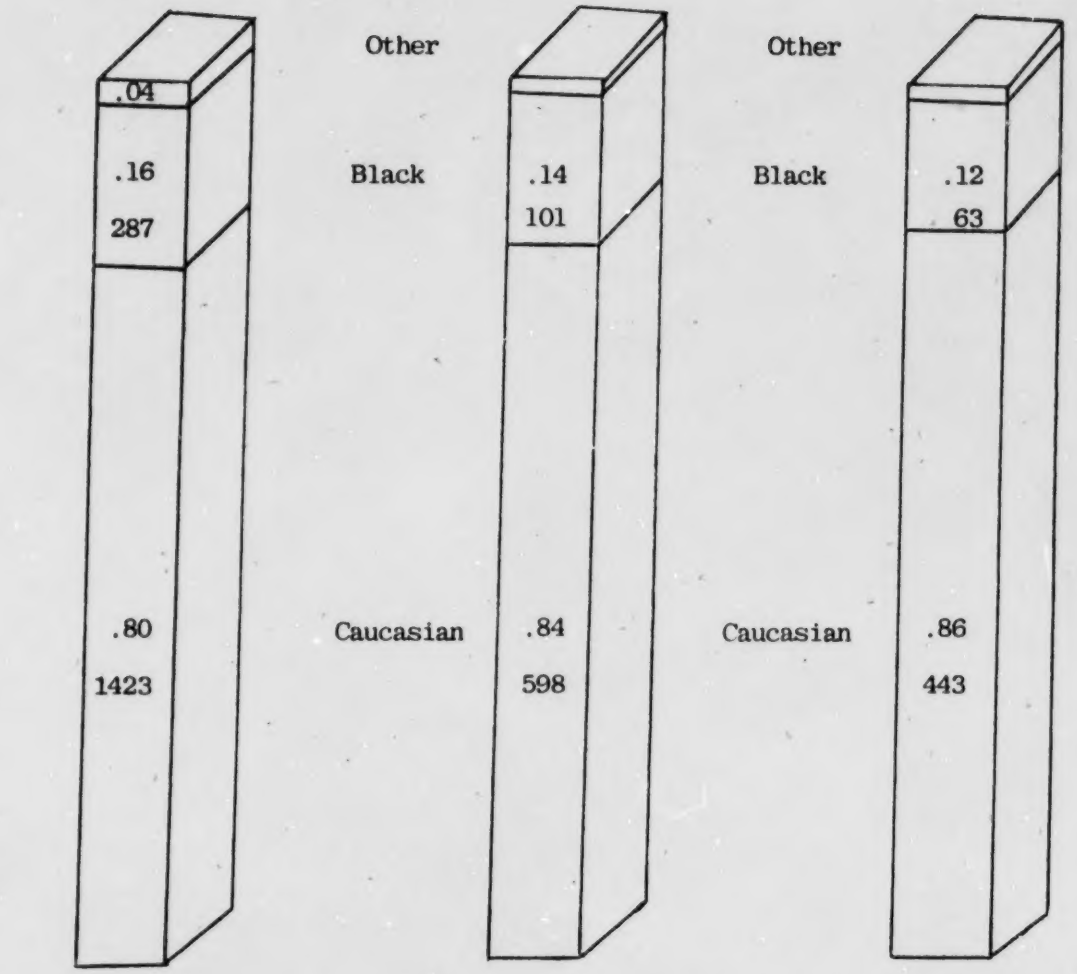
Enrollment and Attrition Study

by Planning District

Winter 1979



Student Attrition by Race Distribution



Fall
Not Winter & Spring

Winter
Not Fall & Spring

Fall & Winter
Not Spring

Fall Quarter Non-Returning Students

Distribution by Race & GPA

Grade Point	Race					Total
	Oriental	Amer. Indian	Black	Hispanic	Caucasian	
0.00 - 0.00	2	5	88	-	431	526
0.01 - 1.99	5	2	105	1	198	311
2.00 - 2.99	6	2	55	4	277	344
3.00 - 4.00	6	1	39	3	517	566
Total	19	10	287	2	1423	1747

			Total Attrition	Male	Female	Total Credit Hrs. Carried	Total Credit Hrs. Passed	Handicapped	Disadvantaged Economic	Disadvantaged Academic
GPA 0.00 - 0.00	Fall: NOT Winter & Spring	FT	136	73	63	8.4	.0	2	28	24
		PT	370	124	246	2.9	.0	1	11	30
	Winter: NOT Fall & Spring	FT	44	29	15	9.6	.0	2	5	9
		PT	121	48	73	4.8	.2	1	2	23
	Fall & Winter: NOT Spring	FT	15	12	3	21.7	.0	1	5	3
		PT	14	5	9	13.2	.0	0	1	3
	TOTAL		700	291	409	8.7	.0	7	52	92
GPA 0.01 - 1.99	Fall: NOT Winter & Spring	FT	136	75	61	37.1	20.8	4	33	21
		PT	145	74	71	28.3	18.7	1	9	10
	Winter: NOT Fall & Spring	FT	35	20	15	28.7	15.8	2	5	4
		PT	26	14	12	17.9	9.8	0	2	4
	Fall & Winter: NOT Spring	FT	125	75	50	28.3	20.4	5	44	28
		PT	116	57	59	28.4	16.7	2	12	15
	TOTAL		583	315	268	29.0	17.5	14	105	82
GPA 2.00 - 2.99	Fall: NOT Winter & Spring	FT	99	53	46	39.0	33.4	2	10	10
		PT	195	95	100	38.0	34.1	0	5	13
	Winter: NOT Fall & Spring	FT	18	12	6	22.1	21.4	0	2	2
		PT	53	24	29	35.2	32.5	0	0	6
	Fall & Winter: NOT Spring	FT	67	38	29	50.2	47.0	1	17	8
		PT	136	72	64	43.4	39.2	1	5	13
	TOTAL		568	294	274	40.1	36.5	4	39	52
GPA 3.00 - 4.00	Fall: NOT Winter & Spring	FT	93	56	37	31.3	31.4	3	7	12
		PT	415	138	277	17.2	17.2	0	11	20
	Winter: NOT Fall & Spring	FT	21	10	11	19.0	19.2	0	1	2
		PT	193	67	126	11.9	11.7	0	0	14
	Fall & Winter: NOT Spring	FT	48	14	34	46.2	46.2	3	10	7
		PT	188	68	120	28.6	28.7	0	1	21
	TOTAL		958	353	605	16.1	16.1	6	30	76
	GRAND TOTAL		2809	1253	1556	21.8	16.5	31	226	302

RETENTION PLAN

INTRODUCTION

Successful recruitment without successful retention is a revolving door that eventually saturates the market and generates a poor image for the institution (DeCosmi, 1979). With national projections of declining enrollments, Chattanooga State cannot continue to attract 1000-2000 NEW students every year. Yet, attrition patterns at Chattanooga State, as evidenced on graphs and tables in Appendix A, indicate that we do indeed have a revolving door. Thus a retention plan is an essential component of Chattanooga State's comprehensive, college-wide marketing plan. The marketing plan itself has some retention strategies, but the severity of our attrition problem indicates that a separate document be developed to guide and coordinate our retention efforts. The major goal of the retention plan is to provide students with a measure of success and satisfaction which will motivate them to reenroll in subsequent quarters.

NOTE: Readers of this retention plan are encouraged to read both the review of the literature on retention and the analysis of institutional attrition data contained in Chattanooga State's college-wide plan.

ACTION PLAN

The action program to improve retention is a multiple approach involving seven major components:

1. Orientation
2. Advising
3. Learning and Academic Support
4. Counseling and Career Planning
5. Information System
6. Communications
7. Institutional Research

SUGGESTED RETENTION STRATEGIES

Strategy	Person(s) Responsible	Anticipated Implementation Date
Implement a small group orientation plan featuring an audio visual presentation on general information and registration and an orientation booklet (See Appendix B)	Admissions Counselor	August 1980

MAJOR AREA-ADVISING

Strategy		
Design and implement an Academic Advisement Center - academic advisors would be available in a centralized location every day between certain hours (ex. 8 - 10 a.m., 12 - 2 p.m., 4 - 6 p.m.). Top-notch advisors who had expressed a willingness to become involved in close student/ faculty relationships would be selected for participation. The time spent in the advisement center would be part of the faculty member's required 30 hours on campus. Academic advisement would become centralized and this core of advisors would review academic records periodically to identify problems. Each quarter all students would be called in for counseling as well as mid-quarter sessions with those experiencing academic difficulty. Successful students- deans'list, special honors - should also be contacted and congratulated.	Associate Dean, Student Development Service	November 1980
Develop a faculty advisement manual to provide basic information on transfer programs, course substitutions and credit by exam policies, electives, graduation requirements, etc.	Registrar/Asst. Dean, IMC	November 1980

SUGGESTED RETENTION STRATEGIES

MAJOR AREA-ADVISING

Strategy	Person(s) Responsible	Anticipated Implementation Date
Design and develop advisement seminars for faculty	Assistant Dean, IMC	Sept. 1980
Make academic advising mandatory for any student taking two or more courses	Associate Dean, Admissions	Sept. 1980

MAJOR AREA-LEARNING AND ACADEMIC SUPPORT

Strategy		
Utilize the outcomes of course syllabi to a greater degree	Academic Deans/Dept. Heads	June 1981
Increase internships in all academic areas	Academic Deans/Dept. Heads	June 1981
Expand tutorial services to support classroom learning	Coordinator, Counseling and Guidance	October 1980
Develop alternative, instructional modes for more courses	Academic Deans/Dept. Heads	June 1981
Implement parallel co-op program (System to record students' work experience-related to career program of study--on transcript)	Placement Counselor	January 1981
Expand support services available for part-time students (including financial aid, counseling, career planning, etc.)	Associate Dean, Admissions	Sept. 1980
Identify and develop more programs that support the open-door philosophy of Chattanooga State	TBD	TBD

MAJOR AREA-COUNSELING AND CAREER PLANNING

Strategy	Person(s) Responsible	Anticipated Implementation Date
Identify undecided students; develop career planning program to assist	Coordinator, Career Planning and Placement	October 1980
Develop faculty referral system for counseling services	Coordinator, Guidance and Counseling	October 1980

MAJOR AREA-INFORMATION SYSTEM

Strategy		
Create a central information center or booth which would provide college-wide information for both prospective and current students (possibly staffed by work-study students)	Associate Dean, Continuing Education	Sept. 1980
Prepare outdoor and indocr directory signs for all college buildings	Director of Physical Plant	Jan. 1981

MAJOR AREA-COMMUNICATIONS

Strategy		
Develop and conduct a communications skills workshop for registration workers, admissions personnel, continuing education personnel and other clerical/ support persons who come in direct contact with students. (Two separate workshops might be in order-one for registration personnel and one for others)	Coordinator of Special Projects	Sept. 1980
Increase campus awareness of retention and help develop a positive attitude toward retention of students	Coordinator of Institutional Research Associate Dean, Admissions	Nov. 1980

MAJOR AREA-INSTITUTIONAL RESEARCH

Strategy	Person(s) Responsible	Anticipated Implementation Date
Continue to: (a) identify institutional factors which contribute to the incidence of attrition (b) determine and analyze Chattanooga State's attrition rates (c) identify institutional factors which contribute to failure to matriculate	Coordinator, Institutional Research	On-going
Continue to implement a follow-up system for students who drop out or withdraw, or who complete one or more quarters and do not return	Coordinator, Institutional Research	On-going

NOTE: Additional retention strategies described in the marketing plan are reformated and summarized below:

Conduct personal exit interviews with all students who withdraw	Registrar	Sept. 1980
Contact all program leavers by phone or mail to encourage return to school next quarter	Registrar	Sept. 1980
Mail credit and non-credit schedules to program leavers for four quarters following withdrawal or last date of attendance	Admissions Counselor	Sept. 1980
Contact students who complete one quarter but do not return the following quarter	Coordinator of Institutional Research (primary responsibility) Associate Dean of Admissions	January 1980
Contact students with excessive absences to encourage them to return to classes or to officially withdraw	Associate Dean of Student Development	Sept. 1980

Strategy	Person(s) Responsible	Anticipated Implementation Date
Continue to improve regular academic advisement system	Registrar Academic Deans	Sept. 1980
Identify and contact students experiencing academic difficulty	Associate Dean, Student Development Service	Sept. 1980
Design and implement a peer counseling service	Coordinator, Counseling and Guidance Department Head, Public Service Careers Coordinator, Student Activities (primary responsibility)	Sept. 1980
Publicize the availability of financial aid to both part-time and full-time students	Coordinator of Financial Aid	Sept. 1980

APPENDIX A

NEW STUDENT ORIENTATION

Our New Student Orientation is designed to provide a more meaningful introduction to Chattanooga State. By dividing the students into similar age groups and keeping these groups small, we hope to provide a comfortable atmosphere.

There will be three major divisions of students to include three starting points. The first division will be called the "READY" group. These will be students who have not made application. The second group will be the "SET" group. This will include students who have not taken the placement test. The final division will be the "GO" group. These students will have already applied for admissions, have taken either the ACT or Chattanooga State Placement Test, and are ready for advisement and registration.

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